

# Unit Planning Guide: Grade \_9\_\_ Unit \_3\_ of \_8\_

Unit Title: Remaining Strong During Difficult Times (Fiction)	Pacing (Duration of Unit): Weeks 11-15
Grade: 9	Buffer Day(s):

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **RL. 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.**
- **RL.9.2 Determine a theme or central idea of a text and analyze in details its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**
- **RL.9.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme**
- **RL. 9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise**
- **RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature**

WiDA Standards (ELL)

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To be completed in collaboration with the ELL Department

- **RL.9.9 Analyze how an author draws on and transforms source material in a specific work.**
- **W.9.2.a.b.c. Write informative/explanation texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:**
  - a. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinction; include formatting, graphs, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.
- **W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- **W.9.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply Grade 9 – 10 Reading Standards to literature (analyze how an author draws on and transforms source material in specific work)**
- **SL . 9 .1. a-d Initiate and participate effectively in a range of collaborative discussion ( one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
  - a Come to discussions prepared, having read and researched material under study: explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - c Propel conversations by posing and responding to questions that related the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement , and , when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- **L. 9 .4 a, b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
  - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Supporting Standards:

- RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- SL.9.4.Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9.5 Make strategic use of digital media (textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate)
- L.9.1a,b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use parallel structure.
  - b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- L.9.2a,b,c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

- L.9.4 c, d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 -10 reading and content, choosing flexibly from a range of strategies
  - c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - d. Verify the preliminary determination of the meaning of a word or phrase
- L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech in context and analyze their role in the text
  - b. Analyze nuances in the meaning of words with similar denotations.
- L.9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<b>Meaning (*Mostly assessed through Performance Tasks/Assessments)</b>	
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Through close analysis of fiction, we can discover the author's purpose and how the author conveys that purpose.</li><li>• Word choice matters. The words a writer chooses can have a powerful impact on his or her audience.</li></ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What does the author want me to get out of this piece of literature?</li><li>• What techniques does the author use to accomplish that purpose?</li><li>• How do those techniques influence the reader?</li><li>• How can I get my point across in my own writing?</li></ul>
<b>Acquisition (*Mostly assessed through traditional summative assessments)</b>	

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- Elements of fiction (e.g. irony, symbolism, context, speaker)
- Purposes and strategies for citing evidence to support their writing (e.g. CEEI, annotation)
- That word choice, including denotation, connotation, and loaded words can have a powerful effect on the reader
- Standard conventions of English while writing

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.) (Introduce, Practice, and Mastery)

*Students will be skilled at:*

- Using evidence to support a claim (Practice)
- Citing evidence to support comprehension
- Tracing the development of a theme (Practice)
- Analyzing character motivation in fiction (Practice)